

Common Core Implications for Instructional Practice: *Tools to Use*

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Session Overview

OBJECTIVES

- Participants will become familiar with the Instructional Practice Evidence Guides for the Common Core State Standards.
- Participants will explore how the Instructional Practice Evidence Guides can be used to support teacher development and implementation of Common Core in their districts.

English Language Arts & Literacy: Three shifts


1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

Mathematics: Three shifts

1. **Focus:** Focus strongly where the standards focus.
2. **Coherence:** **Think** across grades, and **link** to major topics
3. **Rigor:** In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**

The Shifts in Action: Aligning Instructional Practice to the Requirements of the Common Core

- Successful implementation of the CCSS will require important shifts, not only in content but in instructional practice.
- The Standards alone will not yield the full impact of Common Core State Standards, teachers will do this.
- Current widely adopted teacher observation frameworks are not yet designed to fully address the requirements of the Common Core.



Supporting teachers and achieving the promise of the CCSS requires aligned systems of professional development and evaluation

Developing Clear and Consistent Expectations for Instructional Practice

To ensure clear and consistent expectations for instructional practice in a manner that is respectful to teachers, it will be necessary to:

- Create clear, measurable, subject-specific guidance on Common Core aligned instructional practice.
- Adjust existing subject-neutral teacher observation frameworks so that the structures invite evidence of Common Core aligned instructional practice.
- Ensure that, where appropriate, expectations for instructional practice – both subject-neutral and subject-specific – are grounded in the Common Core Shifts.

Guiding Principles for Tool Design

Aligned with the Common Core	<ul style="list-style-type: none">• Designed to increase teachers' understanding of and support for the Core Standards.• Grounded in specific and measurable practices that support the Core Standards.
Humane and fair in its substance and timing	<ul style="list-style-type: none">• Designed to be implemented in a respectful manner.• Makes sure that teachers have the resources & support to do what is being asked of them.• Makes the full picture of expectations over time available and clear.
Aligned with other tools and supports for teachers	<ul style="list-style-type: none">• Designed to inform a system that supports the ongoing development of teachers.• Linked to high quality tools and supports.• Able to form the backbone of professional development.
Invites shared responsibility	<ul style="list-style-type: none">• Leads to appropriate alignment of expectations across the system (i.e., teachers, principals, schools).• Invites teachers to take ownership in the development of the tool.
Scalable and informs continuous improvement	<ul style="list-style-type: none">• Allows for clear and practical implementation.• Enables evidence of teacher practice and student work to be gathered and communicated to inform continuous development and provide information about implementation of the Common Core.

Instructional Practice Evidence Guides

Instructional Practice Evidence Guides have been developed for ELA/Literacy (K-2, 3-5, 6-12) and Mathematics (K-8). The evidence guides are:

- Designed to guide assessment of effective integration of the Common Core shifts into instructional practice.
- Intended to support teachers in developing their practice, and to help coaches or other instructional leaders in supporting them to do so. For example, through:
 - Teacher self-reflection
 - Teacher-to-teacher learning in PLCs, grade-level meetings or other collaborative structures
 - Coaching and feedback from instructional coaches or leaders

Activity: Using the Evidence Guide to Observe Practice

Task:

- Select one section of the Evidence Guide for each group member to focus on while watching the video lesson. [Video link](#)
- As you watch the video, use the Instructional Practice Evidence Guide to gather evidence of CCSS integration in the lesson.

As you watch, consider:

- What statements in the section you focused on were evident? Not evident?
- How did you know? (What evidence did you gather?)
- What did you not see? What questions do you have?
- What steps could be taken to support this teacher in developing this practice?

Group Reflection – Implications for Your Work

In district teams, discuss implications of our discussion today for your work:

1. What opportunities exist for using the tools discussed today?
2. What are potential challenges/roadblocks?
3. What is your next step?

Useful Websites for Continuing this Work

www.achievethecore.org

Resources on Common Core State Standards, including Publishers' Criteria, PD modules, link to Basal Alignment Project and more.

commoncore.americaachieves.org

Lesson videos and teacher reflection on the Shifts